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ABSTRACT

The third of seven related guides, this curriculum guide for ninth grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a statement of general philosophy and objectives, a list of the principle features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference table for the standards of learning, directions for the implementation of the individualized reading session within the curriculum context, guidelines for using the computer. The second half of the guide contains four instructional units: struggles and conflicts, freedom and responsibility, hopes and aspirations, and media and modern man. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation. (EL)

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ENGLISH, GRADE 9

Unit I: Struggles and Conflicts

Unit II: Freedom and Responsibility

Unit III: Hopes and Aspirations

Unit IV: Media and Modern Man

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HAMPTON CITY SCHOOLS

August 1983
Revised August 1984

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CS 208 856

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HAMPTON CITY SCHOOLS

		1st Sem.	2nd Sem.
DEPARTMENT English	COURSE NUMBERS:	9I 113001	9I 113021
COURSE English 9		9II 113012	9II 113022
GRADE: 9		9III 113013	9III 113023

COURSE DESCRIPTION

The core curriculum focuses on the themes of struggles and conflicts, freedom and responsibility, and man's hopes and aspirations and on the influences of media on man. Students read a variety of literature and experiment with writing various kinds of discourse. They develop skills in oral interpretation and distinguish between the uses of personal, informal, and formal language. Research is reported in various ways, including oral reports, audiovisual presentations, poetry, stories, and essays.

STUDENT POPULATION

The ninth grade student tends to be in a transitional stage of post-adolescence whereby he/she is prone to modeling the behavior of heroes and peers while simultaneously conforming to adult expectations and struggling through life's confrontations. Through this process, he or she strives to develop and utilize his/her potential and direction in life.

OBJECTIVES

Reading: Through wide reading the student will expand his/her awareness of others' experiences and examine his/her own experiences.

Writing: The student will improve writing skills and increase objectivity through letter writing, script writing, simple sentence structuring, paragraph development, dialogue writing, first person narratives, short stories, poetry, and news reports.

Speaking: The student will improve speaking skills through activities such as role playing of characters in a variety of works, oral reading of poems and short story excerpts, and book reviews; the student will show a sense of responsibility for participating discussion.

Listening: The student will improve listening skills by attending to detail and relating it to the overall purpose of communication, by working in small groups which emphasize the need of careful listening to classmates, by working in larger groups, by having speakers come into the classroom, and ultimately by having students listen to their classmates present short talks.

COURSE OUTLINE

Unit I: Struggles and Conflicts

Unit II: Freedom and Responsibility

Unit III: Hopes and Aspirations

Unit IV: Media and Modern Man

EVALUATION

The apportionment of class time to activities should be approximately large-group, teacher-directed lessons (one-third), small-group activities of all types (one-third), and personalized reading and special projects (one-third). Evaluation as much as possible should reflect achievement in all three major areas. The value given to the various components in determining the nine-week grade will be approximately as follows:

Daily assignments, including small-group work but not personalized reading	25%
Major writing assignments or composition folder as a whole	25%
Personalized reading and special projects	25%
Tests	25%

The teacher should establish and give to students the criteria for earning grades, including both quantity and quality, at the beginning of each semester.

GENERAL TEXTBOOKS

Basic texts

Johnson, J. W., & Forst, M. G., Literature, Orange Level, 1983.

Olson, M. C., Kirby, D. R., & Hulme, G. D., The Writing Process 9, Allyn and Bacon, 1982.

Novels for small-group reading

Wells, H. G., War of the Worlds
Tolkein, J., The Hobbitt
Dickens, C., Great Expectations
Washington, Booker T., Up From Slavery
Shakespeare, Bernstein, L., Romeo & Juliet, West Side Story
Twain, M., The Prince and the Pauper
Hansberg, L., Raisin in the Sun
Griffin, J., Black Like Me
Dickens, C., Oliver Twist
Hawthorne, N., Scarlet Letter
Dickens, C., David Copperfield
_____, A Christmas Carol
Houston, J., Farewell to Manzanar

GENERAL PHILOSOPHY

The study of English includes knowledge of the language itself, development of its use as a basic means of communication and self expression and appreciation of its artistry as revealed in literature. Within the English curriculum, students trace the origins of the language and study the language in its present form. They come to recognize that the language will continue to change in order to keep it alive, flexible and adaptable to the highest expression of which the human being is capable.

The use of English involves skills in reading, writing, speaking, listening and observing. These components are so intricately interrelated, however, that one cannot be learned in isolation from the others, and growth in one area always improves other areas. The purpose, therefore, of the English program is to provide opportunities for students to use the skills they have acquired previously, to provide them with well-planned educational experiences in critical thinking and in oral and written expression, and to help them develop understanding of others. The development of these skills is a lifelong process. The extent to which they are developed can influence an individual's ability to become self-sufficient and lead a productive life.

It is believed that basic competency in English is a means by which the individual can acquire self-sufficiency and work independently in all disciplines. The ultimate goal of the English program is the development of citizens at ease with their native language and able to use it in formal and informal situations with clarity and force.

In practicing this philosophy the following objectives should be realized.

LANGUAGE

By studying language, students should

- learn how the English language has developed, continues to change, and survives because it is adaptable to new times
- understand that varieties of English usage are shaped by social, cultural, and geographical differences
- recognize that language is a powerful tool for thinking and learning
- become aware how grammar represents the orderliness of language and makes meaningful communication possible
- recognize how context - topic, purpose, audience - influences the structure and use of language
- understand how language can act as a unifying force among the citizens of a nation

LITERATURE

Through their study and enjoyment of literature, students should

- realize the importance of literature as a mirror of human experience, reflecting human motives, conflicts, and values
- be able to identify with fictional characters in human situations as a means of relating to others; gain insights from involvement with literature
- become aware of important writers representing diverse backgrounds and traditions in literature
- become familiar with masterpieces of literature, both past and present
- develop effective ways of talking and writing about varied forms of literature
- experience literature as a way to appreciate the rhythms and beauty of the language.
- develop habits of reading that carry over into adult life

COMMUNICATION SKILLS

Reading

Students should

- recognize that reading functions in their lives as a pleasurable activity as well as a means of acquiring knowledge
- learn from the very beginning to approach reading as a search for meaning
- develop the necessary reading skills to comprehend material appearing in a variety of forms
- learn to read accurately and make valid inferences
- learn to judge literature critically on the basis of personal response and literary quality

Writing

Students should

- learn to write clearly and honestly
- recognize that writing is a way to learn and develop personally as well as a way to communicate with others
- learn ways to generate ideas for writing, to select and arrange them, to find appropriate modes for expressing them, and to evaluate and revise what they have written
- learn to adapt expression to various audiences
- learn the techniques of writing for appealing to others and persuading them
- develop their talents for creative and imaginative expression
- recognize that precision in punctuation, capitalization, spelling, and other elements of manuscript form is a part of the total effectiveness of writing

Speaking

Students should learn

- to speak clearly and expressively about their ideas and concerns
- to adapt words and strategies according to varying situations and audiences, from one-to-one conversations to formal, large-group settings
- to participate productively and harmoniously in both small and large groups

- to present arguments in orderly and convincing ways

- to interpret and assess various kinds of communication, including intonation, pause, gesture, and body language that accompany speaking

Listening

Students should

- learn that listening with understanding depends on determining a speaker's purpose

- learn to attend to detail and relate it to the overall purpose of the communication

- learn to evaluate the messages and effects of mass communication

Using Media

Students should

- become aware of the impact of technology on communication and recognize that electronic modes such as recording, film, television, videotape, and computers require special skills to understand their way of presenting information and experience

- realize that new modes of communication demand a new kind of literacy

THINKING SKILLS

Creative Thinking

Students should learn

- that originality derives from the uniqueness of the individual's perception, not necessarily from an innate talent

- that inventiveness involves seeing new relationships

- that creative thinking derives from their ability not only to look, but to see; not only to hear, but to listen; not only to imitate, but to innovate; not only to observe, but to experience the excitement of fresh perception

Logical Thinking

Students should learn

- to create hypotheses and predict outcomes

- to test the validity of an assertion by examining the evidence

- to understand logical relationships

- to construct logical sequences and understand the conclusions to which they lead

- to detect fallacies in reasoning

- to recognize that "how to think" is different from "what to think"

Critical Thinking

Students should learn

- to ask questions in order to discover meaning

- to differentiate between subjective and objective viewpoints; to discriminate between opinion and fact

- to evaluate the intentions and messages of speakers and writers, especially attempts to manipulate the language in order to deceive

- to make judgments based on criteria that can be supported and explained

These objectives are all taken from ESSENTIALS OF ENGLISH.

PRINCIPAL FEATURES OF THE ENGLISH CURRICULUM

Hampton City Schools

The English Curriculum for grades 7-12, first implemented in the fall of 1983, has the following principal features:

1. Preparation and design of curriculum reflect broad research on quality English programs and the continuing counsel of an English educator of national repute with extensive curricular experience.

2. Courses are organized by grade level with three difficulty or ability levels. Credit is earned on a semester basis.

3. Within each course lessons are organized around themes.

4. Whenever appropriate, units cut across all ability levels. Moreover, certain other core elements (skills, concepts, learning processes) are taught across ability levels, with materials adjusted to interests and needs.

5. Language arts components (vocabulary development, composition, literature, language study, grammar and usage) are organized into activities in a natural way.

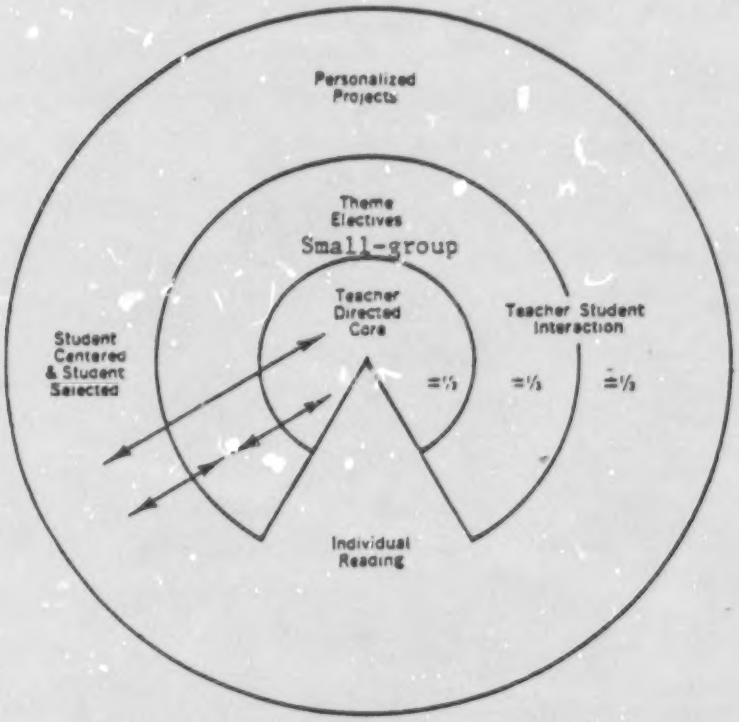
6. The sequence is broadly based and spiral, with continual reinforcement and extension of earlier learning.

7. Learning activities accommodate differences in learning styles by providing a balance of large-group assignments, individualized reading programs, and personalized projects.

8. A full assessment program tied to course objectives has been developed. Moreover, objectives for all courses have been correlated with the English Standards of Learning Objectives for Virginia Public Schools.

9. Textbook materials have been selected and continue to be selected to fit a program of core readings, small-group readings, and personalized reading.

English Curriculum
Multilevel Course Organization to Support
Quality Learning



The new English program is designed to combine a variety of instructional methods and materials to stimulate and maintain student interest and achievement. Three major strategies form a multilevel format:

1. Teacher-directed core: Large-group instruction in core materials, which establishes the basis for small-group and personalized projects.

2. Small-group activities: Student reading and discussion of books, completing study guides, and sharing compositions related to themes under study. Teacher organizes for group work, especially to help students learn at optimum pace.

3. Personalized projects: Individual readings and projects which may or may not result in small group activities.

Individual reading cuts across all levels. Student utilizes core materials, small-group thematic readings, and personalized readings and projects.

In this three-tiered curriculum model, the parts are closely interrelated. Organization is flexible, but no one component dominates.

Source: This model is taken from Ken Styles and Gray Cavanagh, "How to Design a Multi-level Course of Study to Bring About Quality Learning," The English Journal 64 (February 1975): 73-75.

Thematic teaching lends itself to these responses.

WHAT CAN YOU DO WITH LITERATURE BESIDES "DISCUSS" IT?

Reading More

- Books by the same author
- Books on same theme
- Reading ladders - See NCTE book (difficulty level)
- Reread the book
- Book reviews - not book reports
- Biography of author - also letters to authors
- Historical backgrounds
- Non-fiction backgrounds

Writing

- Reading log or journal
- Free responses
- Rewrite ending
- Write a sequel
- Newspapers, based on book
- Introduction to an anthology
- Story, book, play on same theme
- Transpositions:
  - Story into play, movie or TV script
  - Script into story
  - Poem into story or play
- Interviews with author or characters
- Personal experience writing on similar events (Has something like this happened to you?)
- Opinion papers: broadsides, editorials
- Fictionalized experience
- Creative writing

Talk

- Book talks (students, librarian, teacher)
- Book conferences
- Fan clubs
- Imaginary dialogues, monologues (among characters, among students and author)
- Oral readings
- Panel discussions and debates
- Oral or taped book reviews
- Outside speakers

Drama

- Improvisations
  - Problems in the story
  - Conflicts among characters
  - Alternative endings
  - Pre-reading scene setting - reading part to students
- Simulations
- Reader's theater
  - Pantomimed story
  - Improvised version
  - Barstool readings - skill reader doing transitions
- Compare dramatic readings
- Listen to recordings
- See the play
- Videotape the play
- Play production - occasional - well worth the time
  - Improvisations
  - One-acts
  - Full production

Art & Media

- Nonverbal responses
- Painting and sculpture
- Musical backgrounds
- See and discuss the film
- See related television
- Filmed response - still important
- Radio documentary
- Advertisements
- Book jackets
- Bulletin board displays
- See thematically related films
- Radio serializations - 5 minute tapes
- Slide tape
- Cable TV presentation

Stephen N. Tchudi

General Policies for Written Assignments

Writing Materials

1. Use standard notebook paper (lined paper measuring 8" by 10½" and having a red margin line) for writing. Paper torn from a composition book is not acceptable. If the paper is to be typed, use standard size (8½" X 11") white typing paper.

2. Have a pen ready for use in the classroom at all times. Use only black or blue-black ink for all written work submitted to the teacher.

3. When it is advisable to use a pencil for note-taking, quizzes, or other in-class writing, use a No. 2 lead pencil. Have pencils sharpened before class begins.

Arrangement of paper

1. Write on one side of the page unless otherwise specified.

2. Write your name, course label, and date in the upper right-hand corner of the first page.

Example:

Darryl Danvers
English 9
January 7, 1984

If the manuscript contains more than one page, write your name in the upper right-hand corner of every page. Number every page, except the first, in Arabic numerals just below your name.

3. Leave the standard margin on each side of the page. Standard margin for the right side is one inch. Leave one line blank at the bottom of each page.

4. Center the title on the first line of the first page. Do not write the title on other pages. Do not underline or use quotation marks around your title. Only use these markings when elements in your title require underlining or quotation marks in their own right.

Example: "My Last Duchess," A Psychological Study

5. Allow one line between the title and the body of the manuscript. The practice of writing on every other line for the body of a manuscript is not acceptable for the final draft. On the second page, begin writing on the top line.

6. Indent the first line of every paragraph about one inch.

7. Manuscripts having more than one page should be arranged in the proper sequence and submitted in one of the following ways, depending upon the instructions of the teacher:

   A. Folding the pages together with student's name, course label, and date written on the outside of the paper.

B. Clipping or stapling pages in the upper left-hand corner. A practical aid is for the teacher to provide a stapler for classroom use.

8. All manuscripts must be neat and legible.

Assignments

1. Assignments are due at the beginning of the period and may have points deducted if submitted late.

2. Only excused absences give the student the privilege of make-up work.

GRAMMAR INSTRUCTION

Grammar instruction should be integrated into reading, writing, and speaking activities throughout the year. Skill in using grammatical structures comes principally through opportunities to use language for a variety of purposes and the examination of and reflection on the effective use of language by oneself and others. Isolated, formal teaching of grammar has been found to have little influence on the students' use of language.

Grammatical exercises serve best when the students have demonstrated a specific need in their writing, reading, or speaking. In many cases, problems can be addressed in a short lesson or on a one-to-one basis. The grammatical exercises outlined in this section address concerns most frequently expressed at this grade level. For the most part, these lessons can be taught in conjunction with composition revision activities.

GRAMMAR ACTIVITIES
from The Writing Process
Grade 9

Cover these topics throughout the curriculum:

SOL Objective	Pages in The Writing Process	Topic
9.13, 9.14	19-23 35-36	Sentence Combining Strong Verbs
9.13	44-46	Sentence Combining to form a paragraph
9.8	58-60 (also p. 29)	Denotation & connotation
9.13, 9.14	64-66	Sentence combining-long and short sentences
9.13, 9.14	78-79	Sentence combining-detail, precise connectives
	81-82	Verb tense--future, present, past, past perfect
	95-97 100-101	Subject-verb agreement Pronoun-antecedent agreement
9.13	120-123	Adjectives and adverbs comparative & superlati
9.13, 9.14	132-136 156-157	Sentence combining--participles Strong verbs
9.13, 9.14	172-197	Coordinating conjunction, semi-colon, conjunctive adverb
9.13, 9.14	175-177	Sentence combining--coordination
9.13, 9.14	200-203	Sentence combining--subordination, relative and subordinate clauses
9.13	211-213	Sentence combining--ungrouped sentences
9.13	214-217 237-239	Wordiness Sentence combining--uncued problems

SOL Objective	Pages in The Writing Process	Topic
9.13, 9.14	248-249	Sentence combining--restrictive and non-restrictive clauses; appositives

GRAMMAR AND THE WRITING PROCESS

At the beginning of the school year, the teacher should make an initial assessment of the writing abilities of each student. This assessment should come from both a review of writing samples in the composition folder retained from the previous school year and a new writing sample that has gone through at least two drafts. The teacher will identify for each student his dominant strengths and weaknesses. Since growth in writing is a highly individual matter, the teacher must distinguish between concepts which require whole-class teaching and those which are best taught individually or in small groups. Rather than the customary drill activities for grammar instruction, the teacher will use demonstration, sentence-combining activities, handbook references, filmstrips, and discussion.

Students will have numerous opportunities to write throughout the course as they respond to reading selections and other classroom generated experiences. For extended writing, students will use the complete writing process including prewriting, writing, revision, editing, and proofreading.

Once students have written a first draft of their papers, they can move into a writer's workshop for revision and editing of papers. Students may work in two's or three's to read and respond to one another's papers. The first emphasis in the workshop should be on the broad areas of clarity, organization and interest. Grammar, usage, and mechanics often work themselves out in the revision process. Nevertheless, one good approach is to assign students to work in teams to serve as editors for one another's papers. In this way the editors become responsible for careful reading of papers for fine tuning, including the correction of grammatical errors.

During the time when students are working closely with each other, the teacher is free to hold individualized conferences. This invaluable time focuses on specific individual needs using the students' language rather than the artificial language of textbook drills.

Once the students have completed the essay, they are asked to write the final draft. The class then moves into the sharing period and some students read their essays to the class. It is at this point that they are able to determine the effectiveness of communicating their ideas to others.

For the writing process to be effective, the teacher must explain each part of the process thoroughly at the beginning of the year. Students must be aware that writing is a task that requires much more than a few hours of work. Unless this is made clear to them, they may soon become impatient with the task and thereby fail to take each part of it seriously. To resolve the problem of impatience the teacher should pace the parts of the process throughout the week or weeks.

Standards of Learning Objectives

Standards of Learning skills are integrated into the curriculum throughout the year through a variety of activities. All students will demonstrate mastery of SOL objectives by completing assessment strategies in the SOL handbook. This SOL Cross-reference Guide represents a sampling of SOL-related activities.

SOL Cross-reference Guide

SOL Objective	Page Number in Guide	Activity Name or Number
9.1	33	Sample Lesson Guide #2
	39	Study of plays
	44	Sequence & structure #4
	45	Activity #13
	55	Activity #17
9.2	33	Sample Lesson Guides #4, #6
	34	Strategy #5
	35	The Human Comedy
	45	Activity #6
	53	Activity #4
	54	Activity #9
	55	Activity #15
	56	Activities [illegible] #23
	60	Activity #1
9.3	33	Sample Lesson Guide #4
	45	Activity #6
	60	Activities #4, #5
9.4	53	Activity #2
	54	Activity #8
	55	Activity #17
	60	Activity #4
9.5	33	Journal, Sample Lesson Guide #6
	34	Strategy #2
	35	Strategies #9, #12
	40	Journal
	44-45	Activity #1

SOL Objective	Page Number in Guide	Activity Name or Number
9.6	34	Strategy #3
	40	Journal
	46	Activities #18, #19, #20
	54	Activity #7
	55	Activity #17
9.7	34	Strategy #7
	35	The Human Comedy
	39	West Side Story
	44-45	Activity #1
	45	Activity #3
	54	Activity #6
9.8	33	Sample Lesson Guide #7
	45	Activity #8
	47	Activities #26, #27
	56	Activity #22
9.9	46-47	Activities #22, #23, #24, #25
9.10	34	Strategy #4
	45	Activity #4
9.11	34	Strategy #4
	45	Activity #4
	54	Activities #7, #9
9.12	49-73	Unit IV: "Influences of Media on Man"
9.13	See Grammar 9, Grammar Activities in the curriculum guide, p. 13.	
9.14	See Grammar 9, Grammar Activities in the curriculum guide, p. 13.	
9.15	45	Activity #4
	46	Activities #22, #23, #24
	47	Activities #25, #26, #27
	54	Activity #5
	56	Activity #22

Implementing the Individualized Reading Session within the Curriculum Context

RATIONALE

Although both students and teachers may be quite familiar with the term "Reading Day," it is doubtful whether they have paused to consider its curriculum implication. Most often the term simply means that the students will read some material in class, most generally "a library book," and the teacher will "catch up on some things," generally correcting/grading compositions. There are, however, essential points that should be addressed in making class reading (hereafter referred to as the reading session) an effective, valuable aspect of the English curriculum.

First, some definitions must be clarified. Reading session is any planned unit of time devoted solely to individualized, independent reading of selected books that correlate with and support the basic core ideas of the English curriculum.

Individualized, independent reading is the student's reading a selected book according to a schedule he/she has established with the advice and guidance of the teacher.

Selected book is any book which is listed in the curriculum guide and which the student has an opportunity to select for a particular assignment.

The reading session is an essential component of the English curriculum because it allows students to achieve at a rate which is comfortable to them, it stresses responsibility and maturity in both making decisions and performing, and it permits, on an individual basis, the enlargement of knowledge and experience through participating vicariously in the lives of characters, both fictional and real.

STRATEGIES AND TECHNIQUES

The success of the reading session will be the result of masterful teacher-student cooperation.

Planning

A. Selection: An effective curriculum-oriented reading session necessitates planning ahead, generally by the semester and according to curriculum unit topics. The teacher must investigate which and how many books are available and which titles are appropriate for each particular class.

B. Issuing: Before the planned reading session, the teacher presents the major books and gives some brief comments about each. A teacher should not hesitate to state that he/she has not read a book, but then should encourage the students to read it in order to share their insights with the teacher.

The teacher should announce the date, according to the semester syllabus, that the reading is to be completed and then should work with students to make any needed adjustment of the schedule. Both the students and the teacher should be completely clear about the final date.

The teacher should give some positive comments concerning the purpose for reading the works. The students would then make a selection and sign the issue sheet.

As the final aspect of the issuing process, the teacher should distribute bookmarks (any strips of colorful paper, art paper, light cardboard, etc.). Then the teacher works with the students to develop an individual schedule of reading to meet the final date for completion of reading:

How many reading sessions in class will be held?

How many pages will be read per day? (This is calculated by dividing the number of days for reading per week by the

Strategies and Techniques (continued)

total number of pages of the book.) NOTE: In group work, the group leader can handle many of these aspects and can serve as monitor for his/her group.

Each student should then write his specific schedule--the date and the page number for that date--on his bookmark. The bookmark becomes a guide for the students and a monitoring device for the teacher.

C. Setting up the Reading Session: Students should be reminded of the reading session well in advance and all particulars should be settled prior to the reading session. (For example, how much time will be allowed for the reading, all period or twenty minutes?)

On the day before the reading session, the wise teacher, in a light mood, will issue some tangible reminder to the students to bring their books:

1. A page from an old book or a colorful page from a magazine.
2. A written or printed note or quotation (perhaps just slips of colored paper with the abbreviations B. Y. B. T. (Bring Your Book Tomorrow.))
3. A simple object such as a dried leaf.
4. Colored slips of paper on which the students write themselves a note.

These simple items are unorthodox enough to help the students to remember their preparation for the next day's task.

If any books are to be used from the Media Center, the students should have these checked out before the day of the reading session.

Finally, the teacher should be prepared to read also--either one of the texts the students are reading or one of similar description. He should share his reading plans with the class. The effectiveness of the program is partly due to the teacher's setting an appropriate model.

ACHIEVING THE TASK

Reading should begin immediately after the roll is completed or should be done strictly according to the schedule that was established. If twenty minutes were allotted during the planning stage for the reading session, then a full twenty minutes should be used for the reading task.

No other activities (returning papers, individual conferences, etc.) should be scheduled or conducted.

A relaxed atmosphere should be maintained. A student may find that propping up his/her feet is quite conducive to good reading.

The concerned teacher sets the model again by reading an appropriate book.

In short, the reading session, to be effective, should be used for reading for everyone: the teacher does not grade papers; the students do not make up back work. The session must not become a "filler" (something for some of the students to do while others are involved in activities other than planned reading).

FOLLOW-UP

Some form of follow-up should come after a reading session. It should be brief but directed.

Oral (General informal discussion):

What did you like about what you read?

What can you anticipate about the plot?

Did you make a good choice in selecting this book?

Written:

The teacher distributes colored slips of paper and asks the students to give such information as the title and author of the book, the number of pages read during the session, and one important or interesting incident from the section read during the session. The

questions may vary: one interesting or amusing character and why he/she is, or one interesting or unusual place and why it is.

A variation of this plan is for the teacher to distribute the slips and have the students give the title and author of the book and then some (five to seven) impressions of the book. The slips may be kept and used for further reports. The teacher just needs to update the question: List another interesting character and tell what makes him so, or tell what changes that may have occurred in the previous character.

The teacher should read all the slips and put a check on them. It is well for the teacher to make some general, positive oral comments about the reading on the day after the reading session.

Printed forms may also be used as reports of progress during the reading session (see sample reporting forms following the text). It is a good practice to give a grade for the progress made during the reading session (see sample forms). If this written form is used, it is well to have the students prepare the slips during the last five minutes of the reading session.

Quizzes should not be given on the reading session activity, since the purpose is not to prepare for being tested. Students should have an opportunity to respond in a final essay (see sample forms) and on the course examination.

IMPLICATION

If the teacher plans adequately for the reading sessions and conducts these as an integral part of regular English instruction, students will be more positive and more knowledgeable in their responses. If the teacher

plans for reading on a regular basis and makes adjustments in the grade level and the ability grouping of his students, then the students are likely to regard the reading session as a period of potential accomplishment.

Sample reporting forms and activities follow.

Progress Report of Reading

Name _____ Period _____ Date _____

What is the name of the novel or play that you read this period? Give the author.

How many pages did you read during the period? _____

In complete sentences, comment on one incident that happened in the section that you read this period.

Signature _____

Progress Report of Reading

Name _____ Date _____

Class _____ Period _____

Today I read (title) _____

I read the following pages: _____

How well did I use my time for reading during the period? _____

_____

_____

_____

What rating (grade), based on the above questions, do I assign myself for today's reading? _____

My signature: _____

Signature of teacher: _____

Final grade assigned by the teacher: _____

Composition on Individualized Reading

A character in modern literature, just as in classical literature, may experience "a rise and fall" in his existence.

Select one major character from the novel you read and trace his/her rise to success, fame, etc., or his/her attempt to do so and his/her fall--his experience with failure.

Note: Do not give a summary of the plot. Do not give a character sketch. You are considering the idea from a trace point of view. You would account for all the changes (physical, emotional, economic) that occur in the character's development.

(Note to teacher: Adjustments must be made here for grade level and ability grouping.)

Guidelines
Use of the Computer

Word Processing: (This software package, like a typewriter, is useful at every stage of composing. Students may save their work to a diskette or may produce a printed copy.)

1. Train 3 students in the use of Bank Street Writer (about 15 minutes) or let 3 computer-literate students train themselves with the manual. After this, each trained student, paired with another, can acquaint their partners with the use of the program. With daily training on 3 computers a class of 25 can be familiar with this program in a week. (No more than 3 can view the screen at once so avoid larger groups than this.)
2. Assign 2 students to compose on the computer an assignment that has been given to small groups for discussion and writing (e.g., create a dialogue between Macbeth and Antigone about their motives).
3. During any writing period (at least a half period), send one student to compose on the computer. (A word processing program can be used by only one person at a time unless the teacher has other educational goals involving discussion.)
4. Send a pair (never more than three) of students to edit a composition that has been saved to a diskette. Students should make a hard copy to allow revisions at home.

Dialogue Software

1. The Brainstorm and Diamante software require only one user. These are designed to aid the invention stage of composing. Each program will offer the opportunity to make a hard copy, which can be used in class or with the word processing program to draft into an essay.

Dialogue Software (continued)

2. Send 3 students to use Invention: Narration to create a dialogue and make a printout for discussion of plot development and/or characterization.

Drill and Practice and Tutorial Software:

The teacher should:

1. Read the manuals that accompany the commercial programs to find out if a printout can be expected. These software packages are designed to be used by an individual. The teacher needs to determine with the student which aspects of the tutorial is useful at a given time.
2. Drill and Practice software is designed for individual users to reinforce classroom instruction. Such programs are helpful in providing practice for the student who needs to review concepts beyond the repetition required by the class. Students needing such extra practice can be rotated to the computer while related small-group or individual activities are going on in class.
3. Some programs (Crossword Magic, Magic Spells, Student Word Study) allow the teacher and/or interested students to create their own materials. Students will enjoy doing this for their classmates.

Computer Software
Recommended for Grade 9

Computer software for Language Arts has been written in three programming styles: drill and practice, tutorial, and dialogue. Most of the materials listed below provide drill and practice in which users are given information that they must apply to specific situations. The tutorial allows users an opportunity to control their own study by selecting from a menu of materials. Both of these types of software provide feedback within the program as well as recording users' responses at the end. The dialogue program requires users to construct responses in their individual styles and provide an opportunity to print out these responses or to save them to a diskette for future use.

All of the software listed below is available from the Professional Library and from other libraries as noted.

Composition:

Bank Street Writer (word processing)
**Brainstorm: Description
**Diamante (diamond poem)
**Invention: Narration
Proof It
Painless Punctuation (remedial)

Language Development:

Analogies
Compu-spell (adult/secretarial)
Crossword Magic
Language Arts: Grammar Problems for Practice
Magic Spells
Mastering Parts of Speech (Davis Jr. High)
Microzine, "Solving Word Puzzles," vol. 1, no. 2
Opposites
Spelling for the Physically Impaired
Spelling Wiz (remedial)
Student Word Study (Langley Elementary)
Verb Viper (remedial)
Word Factory (remedial) (Mallory Elementary)
Wordrace (game)

*Tutorial Program
**Dialogue Program

Computer Software - Grade 9

Reading Development:

*Comprehension Power, Levels Hi-A-B-C; G-H-I
How to Read in the Content Areas: Literature (remedial)
Microzine, "Solving Word Puzzles," vol. 1, no. 2
Reading Comprehension
Speed Reader
Thinking and Learning (Davis Jr. High)

Literature:

Romeo and Juliet
Great Expectations
The Pigman
The Chocolate War
Adventures of Tom Sawyer
Flowers for Algernon
Charlie and the Chocolate Factory
Call of the Wild
Where the Red Fern Grows

*Tutorial Program
**Dialogue Program

Unit I: STRUGGLES AND CONFLICTS

Rationale

This first unit of the ninth grade English curriculum expands the student's experiences from the previous year by continuing outward from self to reveal the commonality of struggles and conflicts in human experience. The literary selections and writing experiences become more sophisticated, with greater attention being given to the discussion of literary forms and syntactic structures.

OBJECTIVES

Literature and Reading: The student will develop a fuller understanding of a literary work by second readings of passages, close analysis, and discussion; and read for enjoyment; analyze how various characters handle struggles and conflicts.

Writing: The student will respond to readings by recording thoughts and feelings, writing summaries and analyses, and creating stories, poems, and skits; and use a variety of prewriting strategies to stimulate thought and fluency.

Listening and Speaking: The student will participate in oral readings of literary selections; read his own compositions to class audiences; listen to professional readings of literary selections on record, tape, or other media; and role play events related to the theme of struggles and conflicts.

RESOURCES

Core Textbooks

Johnson, J. W.,& Forst, M. G., Literature, Orange Book, McDougal, Littell, 1983.

Olson, M. C., et al., The Writing Process 9, Allyn and Bacon, 1982.

Supplementary Materials

Novels, biographies, and other longer works for individualized and small-group readings.

SEQUENCE AND STRUCTURE

From common class readings to individualized readings

From shorter works to longer ones

From easy tasks to more difficult ones

From pre-writings to final draft

ACTIVITIES

The core reading selections come mainly from the unit "Conflicts" in the literature anthology, pp. 24-74.

"It's Raining in Love," p. 23

"Antaeus," pp. 25-32

"Charles," pp. 4-6

"Raymond's Run," pp. 33-39

"The Lie," pp. 40-48

"Everybody Knows Tobie," pp. 53-58

"Elk Tooth Dress," pp. 66-73

"The Fish," pp. 59-68

Writing activities should provide students opportunities to respond to the selections read, to discuss the handling of conflicts in life and literature, and to distinguish between behaviors that demonstrate productive, even creative, ways of responding to conflict and those that unnecessarily aggravate conflict. The Writing Process, 9, Chapter 1-3, provide supportive activities to strengthen writing skills. These include:

Free writing

List making

Observing and writing

First draft writing

Peer reading

Self evaluation

Revising

Sentence-combining

Teacher and students should refer to the "Handbook" in The Writing Process, 9 for on-the-spot review as needed.

Sample Lesson Guide (based on "Antaeus")

1. Introduce story by discussing briefly problems and feelings experienced by students moving from one neighborhood to another, from one school to another, from one military station to another.

2. Teacher reads orally the first section of "Antaeus" to the class, stopping when students are well into the story; students complete the reading silently, or several of the more expressive readers continue with the oral reading. (SOL 9.1)

3. Teacher begins a general discussion by asking students if they have had similar experiences to those presented in the story. The discussion will lead back to the theme of conflict and T.J.'s actions in the story.

4. For a full understanding of the story, students will need to discuss orally or in writing the following (SOL 9.2, 9.3):

   What happened during World War II to prompt the move from the South to the North?

   What are T.J.'s feelings about the land at the coming of spring?

   What is the function of the roof in the lives of the gang?

   What motivates the gang to go along with T.J.'s idea?

   What is the connection of the title to the story?

5. Each student makes a list of experiences in his own life that led to conflict.

6. Teacher distributes cards (3"x5" or 4"x6") to each student to use to write a description of one experience. Students meet in small groups to write and share their writings. (SOL 9.2, 9.5)

7. Student begins a personalized vocabulary list by recording new words learned with definition and sample sentence. (SOL 9.8)

Possible topics to be used for encouraging free writing or journal entries

It annoys me when...

I really enjoy...(some individual)

How I feel about love

Sometimes parents can be a problem

School sometimes lends itself to creating problems

Activities I most enjoy

Babysitting (or some other job) can really be interesting

On being an only child

Why I try to please my parents

Why I hate people who are snobbish

Growing up in the city is interesting

Growing up in the country is what it is all about

A Mother's love lasts forever

My parents are too protective

Peer pressure is very powerful

Additional Strategies for Composition Writing

1. Teacher offers students an opportunity to put all the senses to work as ideas for writing are being formed. Have them (1) select an appropriate place to sit and listen and identify all of the sounds they hear; (2) locate something unusual in nature; (3) listen to a musical piece and list ideas which come to mind. Select one of these experiences and develop a descriptions based on observations.

2. Students write a discussion on such topics as "What knowledge do you possess that you would like to share with others?" or "What do you really care about?" (SOL 9.5)

3. Teacher shows a picture to the class about some area of the environment. Have the students write a descriptive paragraph describing object they recall in the picture. (SOL 9.6)

4. Teacher develops an extensive writing assignment around the theme "Travel." Have the student choose a place he would like to visit. He must research this area so as to present a paper indicating knowledge of the area he has chosen. To accomplish this he can write letters for information, send follow-up thank-you letters, count interviews with people who have visited the area and utilize material from travel agencies. (SOL 9.10, 9.11)

5. Students may organize into groups for the purpose of determining a unit topic suitable for biographical research. The end result may include class presentations on the individual(s) selected, skits, audio visual material and the like. (SOL 9.2)

6. Students organize a paper based on an interview. Have them note how interviews are conducted on television programs. Students may develop their finished product by selecting individuals who are present in their life experience such as another student, a principal, librarians, teacher, or a parent.

7. Students tell aloud humorous anecdotes. Have the student consider what constitutes a humourous story and how this story may be presented so as to be certain the humor is obvious. Together with the student, attempt to organize some guidelines for the following: selection of the incident, ways to make it interesting, ways of creating suspense and the offering of a satisfactory conclusion. (SOL 9.7)

8. Proverbs can be used to stimulate the writing of compositions.

9. Students develop a composition based on the following types of sentences (SOL 9.5):

   The thing I most fear is ...

   The thing I most dislike is ...

   I think a great deal about ...

   My favorite food is ...

10. Both teacher and students develop a file or list based on recollection of experiences in their lives, such as the following:

    Tell of a time when I defied the authority of an adult

    Tell of a time when you experienced guilt

    Tell of a time when you were very happy

11. Students develop written portraits of individuals close to them.

12. While listening to a musical selection, students record their thoughts. Have them indicate how the music makes them feel: happy, sad, pensive, excited. Have them develop compositions explaining these reactions. (SOL 9.5)

Novel Study: The Human Comedy

If time permits, the teacher may wish to include a study of novel, The Human Comedy, which appears in the adopted literature text, p. 583. The plan listed below is offered as a possible study guide of this novel. (SOL 9.2, 9.7)

Schedule for the reading of The Human Comedy

Week One - Chapter 1 - 12

Week Two - Chapters 18 - 22

Week Three - Chapters 24 - 38

Approximately one-third of novel to be completed each week.

Employment of oral reading for at least the first two chapter of each three-part assignment.

Student-oriented discussion of chapters.

Use of study questions, if desired, to acquire an understanding of chapters.

Discussion of literary terms as each device occurs in study of text: characterization, theme, description, narrative, foreshadowing, plot, style, mood, allusion.

Recognition of change occurring in the protagonist, Homer.

Vocabulary study

Use of response writing as novel divisions are covered.

EVALUATION

May be accomplished in a variety of ways, some of which are described below.

1. Development of a portfolio containing writings, rough drafts, edited papers and the finished copy. Contents of the portfolio includes also the following:

   a. peer evaluation of writings

   b. teacher weekly evaluation of approximately two student-selected writings.

For the purpose of arriving at a percentage evaluation, the formula is recommended:

Silent and oral reading participation in oral discussions and activities in large-group work	25%
Small-group work - special projects	25%
Tests	25%
Major composition assignments	25%

Unit II: FREEDOM AND RESPONSIBILITY

Aim and Rationale

The aim for this unit is to help students explore the idea that with freedom also comes responsibility. This is shown in the literature and will be expressed in student compositions. Further, this aim can be easily integrated in the area of social studies. This unit is especially beneficial to students at this age level because their concern for freedom sometimes blinds them to the constant demands for responsibility.

OBJECTIVES

Literature and Reading: Student will read various types of literature with understanding.

Writing: Student will experiment with writing various literary forms. Students will write summaries, reports, and analyses as part of a research project. Student will use basic documentation procedure.

Listening/Speaking: Student will initiate discussion. Student will use language appropriate to the situation.

RESOURCES

Core Textbooks

The Writing Process, Composition and Applied Grammar

Literature, Orange Book, McDougal, Littell

Supplementary Materials

The Writing Process, A Resource Booklet for Teacher, Hampton City Schools

Gardner, L., Reading Anthology, Level III, (Scope English Program) Scholastic

Maloney, H., et al., Freedom, Scholastic, 1978

Clymer, T., et al., Failures, Ginn & Co., 1973

Smiley, M. B., Striving, Macmillan (no longer published)

Students Rights and Responsibilities Handbook, Hampton City Schools

ACTIVITIES

Phase I. At the beginning of the course the theme of freedom and responsibility should be thoroughly explained and discussed with the class. Student response as to their feelings about freedom and responsibility should be sought - both orally and in an early writing experience. The following selection of short stories is suggested as a beginning point for the course.

"Thank You, M'am," Literature, p. 122

"A Mother in Mannville," Literature, p. 156

"Daedalus," Literature, p. 286

"Be Daedalus," Literature, p. 388

"Daedalus and Icarus," Striving, p. 141

This last selection would be helpful for those who might have difficulty with the first selection. (Many schools also have a film strip available on this story.)

"A Visit of Charity," Striving, p. 97. The activities following this story are very good. This would provide an opportunity for some student to retell the story, giving them a chance to change either the events or the setting of the story.

Much of this material would be presented as large-group activities with each student doing the same or similar follow-up assignments. Sharing of writing should be done in small groups.

Phase II. During this phase of the course students should be striking out into various branches - choosing the works which they are expecially interested in reading. Now is time to make use of some small-group readings assignments where students either read the same books in small-groups or read books by the same authors. This should be followed up by presentations back to the entire class where they discuss similarities in theme and characters, etc. Role playing where students take on one of the characters in the reading material is an interesting method of presentation and one where the student who is reluctant to perform in front of the class can hide behind the identity of his character.

Other literary works for this phase include:

"Birches," Literature, p. 389

"Women," Literature, p. 408

"The Ransom of Red Chief," Literature, p. 163

"Sixpense," Literature, p. 191

"The Substitute," Failures, p. 9

"Something for Nothing," Failures, p. 27

"Angeline Sundoval," Reading Anthology, p. 77

"The Rebel," p. 212, Reading Anthology

"Button, Button," p. 236, Reading Anthology

"Farewell to Manazanar," p. 68, Freedom (This is a selection that has been suggested for small-group reading in novel form. Now would be a good time to suggest those who would like to further their reading of this story go to the novel.)

"Through the Tunnel, " p. 15, Striving

"The Story of a Conscience," p. 104, Reading Anthology

"Express Stop from Lenox Avenue," p. 57, Striving

"Scarface," p. 1, Striving

Phase III (SOL 9.1)

Romeo and Juliet

West Side Story (SOL 9.7)

Most of the school libraries will have available the taped script of Romeo and Juliet along with film strips. These will prove useful in presenting the play to all levels. If you choose to present Romeo and Juliet to all levels, you should keep in mind that a much slower approach will be required for the lower levels. However, these students will be able to enact the parts (perhaps with even more vigor and less inhibitions) than the other students.

Filmstrips are also available on the background of Shakespeare. These are also accompanied by records.

For West Side Story, it is beneficial to use the sound track when presenting the play. Most of the students will enjoy this plan, and many will have seen the film version. Film strips are also available for this play.

(For additional help in presenting these two plays, refer back to the course of study on Shakespeare, Romeo and Juliet.)

Films are available through the ERC on Shakespeare's England.

Presenting West Side Story as a follow-up to Romeo and Juliet will perhaps create an interest in the students' finding current novels which deal with the theme of first love or love at first sight. One example is When First We Met, which should be released by now. Also, this opens up several avenues for student compositions dealing with their thoughts of love at first sight, parents' arranging marriages, the change in marriage customs over the years.

Culminating activity for these two major pieces would be to have the classes develop a newspaper (or scrapbook) covering fictional and real-life news stories from both Elizabethan and modern age. (About seven days should be allowed for this, since the groups need to have time to work together on the project.) See Chapter 14 in Writing Process.

Suggested Journal Topics

With the approach to writing that is currently being implemented, the journal will be a useful tool in the class. These journals could be kept by the students in a notebook, or you might provide a classroom folder for them to put their writing in. Weekly you might have them pick one of their writing pieces to develop into a more formal paper to be evaluated by using a specified checkpoint from The Writing Process. (SOL 9.5, 9.6)

At first I wasn't worried...

Just then the lights went out...

I was the only one there who could help...

My parents were so angry when...

It was the first time and...

If only I could live that night over...

It really shouldn't have happened...

I wish I were there now...

_____ is one of a kind

I will never forget the time...

Everyone told me it was easy...

I was all alone in the house when suddenly...

The storm had been coming all day...

That movie, book, story was great except...

I wish I could change and be _____ if only for a day...

I will never forget the time I...

I was never so embarrassed as the time when...

I was so scared...

With the availability of activities in the literature texts, little mention has been made for activities following the suggested stories. Many of these activities will further the students' writing skills as well as his appreciation for literature. Make yourself familiar with this guide.

With the availability of paperbacks in the classroom, have the reading cards easily accessible to the students where they can record book titles and authors as they return the books. This should show an increase in the student use of the reading card. Special recognition might also be given to students reading a certain number of books. Competition will quite often get the students to reading more and more - which is one of the goals of our English program.

Note: After you have completed activities in this section, it will probably show you have covered the Standard of Learning objectives 9.9, 9.10, 9.11 and 9.15 as well as several others.

EVALUATION

The writing folder can be graded:

Quantity - Did student fulfill the required number of writings?

Quality - Using check sheets, did student's writing improve over the period?

Quizzes: Stories, Vocabulary

Unit Tests: Essays, Research Work

Notes:

The composition folder could be evaluated periodically and "grades" recorded.

The unit tests should include essay questions as well as objective questions.

The apportionment of class time to activities should be approximately large-group, teacher-directed lessons (one-third), small-group activities of all types (one-third), and personalized reading and special projects (one-third). Evaluation as much as possible should reflect achievement in all three major areas. The value given to the various components in determining the nine-week grade will be approximately as follows:

Daily assignments, including small-group work but not personalized reading	25%
Major writing assignments, or composition folder as a whole	25%
Personalized reading and special projects	25%
Tests	25%

Unit III: HOPES AND ASPIRATIONS

Rationale

Since the student is in a major transitional stage, socially, physically and academically, it is necessary to provide a logical framework where the student can see that his hopes and fears, while unique to him, are also mirrored by literature and humanity as a whole.

OBJECTIVES

Literature and Reading: The student will read selections focusing on the universality of hopes. Material should be such as to show both positive and negative aspects of human hopes. The student will identify characteristics that distinguish literary types (SOL 9.7).

Oral/Written Composition: The student will use library resources to prepare an informal research; credit the source of both quoted and paraphased ideas; focus public and private writings generally on the subject of hopes and fears. The student will continue journal/personal writings as begun in previous units.

Language Development and Awareness: The student will increase his ability to select and use effective vocabulary, especially in the areas of connotation, denotation and specificity.

RESOURCES

Core Textbooks

Johnson, Jr. W.,& Forst, M. G., Literature, Orange Level, McDougal, Littell, 1983.

Olson, M. C., Kirby, D. R., & Hulme, G. D., The Writing Process 9, Allyn and Bacon, 1982.

Supplementary Materials

Gardner, L., Reading Anthology, Level III, Scholastic

Smiley, M. B., Striving, Macmillan (no longer published)

Claro, J., Grammar and Composition, Level III, Scholastic, 1979

Dunning, G., Writing I, Scholastic, 1978

Dunning, S., Writing II, Scholastic, 1978

Specific suggested reading assignments

From Literature

"Ride a Wild Horse," p. 16

Myths: The Hero, p. 284

"Birches," p. 389

"Mother to Son," p. 378

"Moco Limping," p. 380

"Be Daedalus," p. 388

"Young Soul," p. 387

I Remember Mama, p. 430

"Pompeii," p. 271

"The Double Play," p. 352

From Striving

"Sometimes in Life You Have to Take a Chance," p. 31

From Reading Anthology

"Bird Song," p. 269

"Suspended Sentence," p. 21

"Going Nowhere," p. 46

"Mama and Her Bank Account," p. 71

"Blind Sunday," p. 116

"As Birds are Fitted to the Bough," p. 130

"The Rebel," p. 157

Novels

The Human Comedy, text, pp. 585-627 (if not used in Unit II)

The Cross and the Switchblade

The Lord of the Rings

Cry The Beloved Country

Up From Slavery

FILM

"Effective Writing: Building an Outline" 2453

"Effective Writing: Research Skills" 0641

"Effective Writing: Revise and Improve" 2337

"The Well of the Saints" Videotape 4501

"Autobiography of Miss Jane Pittman" Videotape 4018

"The Huddled Masses" Videotape 4077

"Making Maps" Videotape 4340

Record/Tape

"Blowin' in the Wind"

"Puff, the Magic Dragon"

Symphony No. 9 (Beethoven)

"Siegfried's Rhine Journey" from Die Gotterdammerung (Wagner)

Camelot (Lerner & Loew)

SEQUENCE AND STRUCTURE

1. Begin with three-four stories and/or poems for entire class. Do Activity One.
2. Follow with two-three films for whole class viewing. Activities with films.
3. Read/discuss/write using long literary work.
4. Small-group readings and reports: Activity 6, dramatizations: Activity 13, and/or in depth reading: Activity 17. (SOL 9.1)
5. Interspace drills/lessons on word usage or grammar and vocabulary as needed.
6. Introduce and write short, informal research paper, combine with previous activities for variety and amplification.

ACTIVITIES

Note: Questions/problems posed in Activities 5, 6, 7, 9, 10, 11, 12, and others can and should be both discussion and composition, both personal and public, starters.

1. Students list hopes that they have now. Have them categorize them (attain-

able, good, bad, soon, later, etc.). Select one. Do something creative to show this hope (write, draw, model, dance, music, etc.). This is introductory. (2-3 days) (SOL 9.5, 9.7)

2. Respond to one or more of the stories/poems/plays read by telling some hope that you have or you have had. See Activity 1. (2-3 days)

3. Read one of the longer literary works, both as a sample of genre and to focus on the dealings with hopes and aspirations. Suggested works would be Julius Caesar, The Old Man and the Sea, The Cross and the Switchblade, Cry, the Beloved Country, I Remember Mama (first half of unit) three weeks. For balance, the work selected should not be of same genre or period as first long literary work. For example, if Romeo and Juliet is used first semester, a contemporary novel should be used. (SOL 9.7)

4. Research and write an informal research project. Unit Five of The Writing Process is an excellent guide for this. The degree to which the teacher can make the research flow from the theme of hopes and aspirations will, to some extent, increase the quality of the finished project. (three weeks, last half of unit) (SOL 9.10, 9.11, 9.15)

5. View "The Lost Phoebe." How does this portray the negative side of hope? (1-2 days)

6. Have small-group readings of short stories with oral reports back to class on mechanics of story, theme/meaning, and relation to hopes and aspirations. (1-3 days) (SOL 9.2, 9.3)

7. View "The Red Balloon." Is this a dream, a hope, sad, happy? How does the reality of the film contrast with the fantasy? What is the relation to hope? (1-2 days)

8. Increase vocabulary weekly by employing new words from reading. Standard activities like cross words, hidden words, acrostic, etc., should be employed. (SOL 9.8)

9. Show "Booker T. Washington," "George Washington Carver," and/or The Autobiography of Miss Jane Pittman. How must hopes and aspirations be worked for? Can dreams alone succeed? Do some people's hopes interfere with others? (2-4 days)

10. Show "The Well of the Saints." How do things we dream about somehow not always come out correctly? (1-2 days)

11. View "Making Maps." Use with Writing I exercises on mapping and giving directions. (2-3 days)

12. View a soap opera sequence. What is importance of hopes/expectations in these popular shows? (2-3 days)

13. Have groups of students dramatize one of the short stories. Do it impromptu and/or with written script. Rest of class acts as audience. (1-5 days) (SOL 9.1)

14. Select folk or other songs/music that shows hopes and aspirations. Classical music should best be left to brighter students, normally. (2 days)

15. Play music/songs dealing with stories read (King Arthur/Camelot, Siegfried/The Ring of the Nibelung opera are examples).

16. Compare aspects of stories read (Fafnir of "Siefgried" and Smaug of "The Hobbit" are examples).

17. Let students select an author/poet playwright whom they have enjoyed and read some more of their work. How does the other work deal with hopes and aspirations? Or does it? (Culminating)

18. Have students write a letter to the character of a story, giving either sympathy for the hope, advice on how to achieve it, or reasons why they should give up the idea. (SOL 9.6)

19. Write a soap opera for teenagers. It should include at least five episodes, 20-25 minutes long. This could then be acted out. How do these differ from TV soaps? Use in conjunction with Activities 12 and/or 13. (SOL 9.6)

20. Put together a newspaper/magazine from the classroom. (SOL 9.6)

21. Submit writing to "Kids Write" on Nickelodeon.

22. Substitute specific nouns for general nouns: Give about two examples and then have students do the same. (SOL 9.9, 9.15)

    Example: road (general) - path, trail, street, highway, nterstate (specific)
    building (general) - house, shack, mansion, hut, palace, church, school (specific)

water	plant
animal	vehicle
weather	sound

23. Substitute specific verbs for general verbs, in same way as Activity 22. (SOL 9.9, 9.15)

    Example: walk (general) - skip, hop, stroll, pimp (specific)
    talk (general) - jabber, yell, shout, whisper, lisp, stutter (specific)

sing	dance
eat	move
run	sleep

24. Substitute general verb-adverb combinations with specific verbs, as in activities above. (SOL 9.9, 9.15)

    Example: walk slowly - stroll
    eat alot - gorge
    fly lazily
    run rapidly
    yell loudly
    sleep lightly

25. Substitute general noun-adjective combinations with specific nouns, doing as above. (SOL 9.9, 9.15)

    Example: large house - mansion
    expensive boat - yacht
    big car
    small person
    bright red
    tall mountain

    Note: In Activities 22-25, examples and exercises may be freely substituted and augmented. These are exercises to introduce word selection for compositions. Remember that a drill is a tool and not an end in itself. The same may be said about Activities 26 and 27.

26. Demonstrate between connotative and denotative words by building on specific-general words. Ask students what is the difference between "large house" and "mansion." The response should be that the denotative meanings are the same, but the connotative different. If you like a little humor, suggest the difference between "With you, time stands still!" and "Your face would stop a clock!" (SOL 9.8, 9.15)

Examples:	smart person	bookworm
	war	crusade
	athlete	jock
	book	volume
	walk slowly	dawdle

27. Do as Number 26 but use "regular" words and euphemisms (both pro and con). (SOL 9.8, 9.15)

    Example: sanitation engineer: garbage man
    educator
    household engineer
    manager trainee
    to expire

    Scholastic Real World English Grammar & Composition, Level III has some good exercises for this.

28. Write in journals (at least twice weekly).

29. Show other A-V materials. How do they relate to your hopes and aspirations?

30. Cite and discuss/write about examples of conflicts caused by hopes of different groups/peoples.

EVALUATION

Compositions should be on a contract system. Give the student the opportunity to grade himself. He should evaluate himself based on (1) what he feels he has given to the course; (2) what he feels he has gotten from the course; and (3) his ability to relate in a positive fashion in the classroom.

The apportionment of class time to activities should be approximately large-group, teacher-directed lessons (one-third), small-group activities of all

types (one-third) and personalized reading and special projects (one-third). Evaluation as much as possible should reflect achievement in all three major areas. The value given to the various components in determining the nine-week grade will be approximately as follows:

Daily assignments, including small-group work but not personalized reading	25%
Major writing assignments, or composition folder as a whole	25%
Personalized reading and special projects	25%
Tests	25%

Unit IV: INFLUENCES OF MEDIA ON MAN

Rationale

Students live in an environment partially shaped by the opinions, sights, sounds and values presented by mass media. Increasingly, the awesome impact of media on our society and our people has become a cause of concern. Thus, there exists a need for students to analyze the mass media as a language, a social and cultural influence, and as a force that has increasingly shaped personal values and actions. There is also a need for students to become knowledgeable about computers and their growing role in our society. Therefore, the media selected for study are television, film, newspapers, magazines and computers.

Overview: The unit may be divided into three areas:

*A. Media as a source of information. (4 weeks)

B. The computer as a communication and learning tool. (1 week)

*C. Media and the quality of information. (4 weeks)

Areas A and C are intimately related. Activities are similar and interchangeable. Each area will be considered separately, complete with objectives and activities. It should, however, be stressed that in teaching any media-related material the teacher must continually update lesson plans. Learning begins with the student's own experience with the media, proceeds through discussion and concludes with the student's own discovery and insight. The primary objective of the teacher is to guide students from the realm of their experience to an understanding and appreciation of media in society. One of the best textbooks available is the daily newspaper. The teacher should also keep in mind that each student is a resource person who brings to class personal experiences to contribute to the enrichment of the entire group.

Preparation for the unit

Order a class set of newspapers for students to use at least the first two weeks. Order free copies of Nielsen Television '83 and What the Ratings Really Mean.

RESOURCES

Core Textbooks

Olson, M. C., Kirby, D. R., & [illegible]lme, G. D. The Writing Process, 9. Allyn and Bacon, 1982. Chapters 7 and 8.

Schaffrath, S. D., & Sternberg, L. Literature, Orange Level. McDougal, Littell, 1981. "The Most Dangerous Game."

Supplementary Materials

"Media Now." Iowa State Department of Public Instruction, Southwest, Iowa Learning Resources Center. Red Oak, Iowa 51566

Nielsen Television '83 and What the Ratings Really Mean. A. C. Nielsen Company. Nielsen Plaza. Northbrook, Illinois 60062

Daily Press/Times Herald, Inc. Newport News, Virginia

TV Guide. Triangle Publications, Inc., Radnor, PA 19088

Understanding Mass Media. Jeffrey Schrank. National Textbook Company, Skokie, Illinois 60076

Coping with the Mass Media. McDougal Littell and Company, Evanston, Illinois 60204

Journalism and the Mass Media. Norman Moyes and David M. White. Ginn and Company, 1970.

Scholastic Journalism, Fifth or Sixth Edition. Earl English, Clarence Hach. The Iowa State University Press, Ames, Iowa 50010

Film - Real to Reel. David Coynik. McDougal Littell and Company, Evanston, Illinois 60204

Audio Visual Aids - available from the Hampton City Schools Educational Resource Center. Listed in current catalog.

"TV News: Measure of a Medium" 2311

"Understanding Movies" 1666

"Art of the Impossible" 2329

"Television and Politics" 1614

"The Hunt" and "Discussion of the Hunt." 2501

"Occurrence at Owl Creek Bridge." 2685

"Computer Revolution" 1847

"Computers" 0294

"Computers and You" 2322

"King Kong" 2136

(A. C. Nielsen Company, Nielsen Plaza. Northbrook, Illinois 60062)

Order films to be shown from the Hampton Schools Educational Resource Center.

Check out the "Media Now" kit available in each junior high.

Arrange for class speakers and a tour of the Daily Press, Inc.

Choose the activities most appropriate for the class.

SEQUENCE AND STRUCTURE

Phase 1 Begin activities with general class discussions or the viewing of a film to introduce the topic. For example: List on the board the media to be studied. Briefly define each media in terms of function and audience. Have students discover examples of different media messages. Share these with the class and summarize by roughly classifying messages as (1) information, (2) entertainment, (3) persuasion.

Phase 2 Follow up class discussions with small group activities that will allow students to discover information. For example: In small groups determine the content of the daily newspaper. Measure advertising, news, and other content by pages. Dtermine the percentage of advertising, percentage of wire service and local news.

Phase 3 Provide students with opportunities for individual experiences with the media. For example: Interview a fellow student on a topic of current interest. Take notes and write the story.

Phase 4 Culminate activities with reports to the class and a final sharing and summing up of information. For example: After students have written stories, performed as editors and revised their work, arrange to publish the stories in some form for class publication. Review with students those elements that make news and the traditional news story form.

A. Media as a Source of Information - 4 weeks

Newspapers, television, films and other media are important materials from which students may select information. Understanding what is available and how each media serves as a tool of communication will facilitate the process of selection. The student will recognize that media are important sources of information.

OBJECTIVES

Reading: Through reading the daily newspaper, learning the language of advertising, and reading articles and periodicals and resource texts, students will expand their knowledge of the vast amount of information conveyed by the media.

Writing: Students will improve their writing skills, increase objectivity, and be able to distinguish fact from opinion by writing news stories, interviews, scripts and film reviews.

Speaking: The student will improve speaking skills through small-group activities, class discussions, script readings, and individualized reports.

Listening and observing: The student will improve listening and observing skills by viewing selected films. He will also be required to respond in class discussions, listen to classmates, interact in small-group activities, observe film techniques, and study advertising.

EXPECTATIONS

1. Students will examine the media as tools of communication.

2. Students will be able to identify the functions of each of the media studied.

3. Students will identify the content and importance of the daily newspaper.

4. Students will understand the news selection process and the role of the gatekeepers involved in the dissemination of news.

5. Students will be familiar with concept of freedom of the press and its importance in a democratic society and its abuse.

6. Students will identify the roles of advertising in the mass media.

7. Students will understand how the television system works.

8. Students will recognize film as an artistic and commercial means of communicating a message to mass audiences.

9. Students will appreciate some of the techniques of filmmaking.

ACTIVITIES

1. List on the board the media to be studied in this unit. Briefly define each media in terms of its primary function and audience. For example,

   a. Newspapers - inform, general
   b. Magazines - inform, specialized
   c. Television - entertain, inform, general
   d. Film - entertain, inform, specialized

2. Discuss media messages. Have students find examples of different types of messages and share with class. Roughly classify messages as information, entertainment, and persuasion. Look for "hidden messages." Note how the newspaper "informs" us about what to buy. (SOL 9.4)

3. Provide students with a daily copy of the local newspaper for this section of the unit. (Cost is 10¢ per day, delivered to the school). Give students a few minutes each class period to scan the paper and then use the paper to provide examples for class activities.

4. In small groups, determine the content of the daily newspaper. (SOL 9.2)

   a. What percentage is advertising? (in pages)
   b. What percentage is wire service news?(AP, UPI, etc.)
   c. What percentage is local news? (stories with bylines)
   d. List and classify the types of information found in the daily paper. (For example, business news, specialized audience; weather report, general audience).

5. Discuss and determine the purpose (information, entertainment, persuasion) of the following types of articles (SOL 9.15):

   a. Editorial
   b. Letter-to-the-editor
   c. Feature
   d. Human interest
   e. Sports
   f. News story (hard news)
   g. Syndicated columns
   h. Investigative reporting - indepth story on topic of current interest
   i. Editorial cartoon
   j. Retail advertising (local stores)

6. Give students the chart titled "News Process." Trace the steps a story must take before it is published. Explain that these steps are the "gatekeepers." Give students a list (ten to twelve) of headlines for news stories. Ask them to work in small groups to choose and place four of the articles on a front page of their design. Compare results. (SOL 9.7)

   Discuss what makes news and compile a list of "news elements."

   News Elements

   a. Timeliness - story is now
   b. Proximity - nearness
   c. Consequence - importance to readers
   d. Prominence - important people
   e. Human interest - makes reader feel
   f. Conflict - tension, surprise, suspense
   g. Others: progress, novelty, oddity, drama, disaster

7. Examine stories in the local paper for their sources (observation, interviewing, or written sources). Determine how many stories result from interviewing. Discuss the interview. Compile a list of "do's and don'ts" for interviews. Ask students to interview each other on a topic of current interes Take notes, write up the story. Let the interviewee evaluate the story for the interviewer. Discuss the problems of obtaining news. (SOL 9.6, 9.11)

8. Using examples from the newspaper, analyze the structure of the inverted pyramid news story structure. Compare to a feature and an editorial. Discuss the differences. Discuss the reasons for the inverted pyramid (facts ranged in order of importance). Discuss the 5 W's and H (who, what, where, when, why, and how). Ask students to find answers to the 5 W's and H in several stories. Discuss the single idea sentence (Ernie Pyle provides excellent examples) and other characteristics of newswriting. For example, short sentences, short paragraphs, a "lead" to attract reader. (SOL 9.4)

9. In small groups, determine suitable topics for stories of interest to the students. Assign each member of the group a story. Allow sufficient time for interviewing and gathering information. Then, again in groups, edit the stories for publication. (Furnish students with a checklist for editing stories). Duplicate the finished articles for the entire class to share. (SOL 9.2, 9.11)

10. Discuss the First Amendment to the Constitution of the United States. Ask students to respond to "Why Freedom of the Press is a vital safeguard of people's freedom in a democratic society?" If time permits, students could report on sample cases, including some on abuse of freedom of the press.

11. Arrange for Ms. Billie Einselen, Newspaper in Education Coordinator, Daily Press, Inc. to visit the class. Also arrange for a tour of the Daily Press and specifically ask for a demonstration of the Harris System (computers).

12. Arrange to take students to the library to examine magazines or provide a variety of magazines in class for study. Using the Magazine Information Sheet included at the end of the unit, students should choose three magazines for examination. One of these should be a news magazine. Have students complete the survey sheets for each of three magazines. If time permits, have each student report to the class on the magazine he enjoyed the most.

13. Distribute copies of the "1983 Nielsen Report on Television." A thorough examination of the charts and information contained in this booklet will acquaint students with many aspects of the television system.

14. Discuss how the system works: networks, local stations, government controls, advertising on commercial television.

    a. Find out which local channels are affiliated with which networks, and define "affiliation."
    b. Ask a local TV station if the class might tour the station, or arrange for a speaker.
    c. Students might present brief reports on various aspects of television: For example,
        1. Public television
        2. Cable television
        3. Individual networks
        4. Television in foreign countries

15. Divide class into four groups - one for each commercial network and one for Public Broadcasting (PBS). Using printed program schedules or copies of TV Guide, have each network group determine the amount of overall programming for one week in the following categories (SOL 9.2):

    a. News
    b. Drama
    c. Sports
    d. Informative programs (specials, indepth reports, interviews, etc.)
    e. Other types of entertainment programs

16. Discuss television as a news medium. Show the film "TV News: Measure of the Medium," available through the Hampton School System. Review the particular problems and limitations of television news.

17. Using a daily newspaper, students select and rewrite articles for a 15 minute television newscast. Stress timing (125 words a minute, average), and informality of style. These could be taped for class evaluation, or students could present the shows "live" to the class. (SOL 9.1, 9.4, 9.6)

18. Using the News Media Evaluation Chart in "Media Now," page 233, compare how the media cover news. Charts may be filled in by individuals or groups.

19. In small groups, design a TV schedule for one day of programming on an experimental television station. The schedule should serve the public interest of those in the viewing area. Try to include only programming that cannot be found currently on local stations. Survey class members as to what programs they would/would not watch on your station. Revise schedules. Assign a rating to each of your programs (if there are 25 in the class and 15 would watch the program, the rating, or audience share, is 15). Share results with the class. (SOL 9.2)

20. Discuss the role of advertising in the media. Ask students to prepare brief reports on what percent of time (television) and space (newspapers and magazines) is devoted to advertising messages. Include a brief comparison of types of products advertised on each of the media. Discuss why advertising is necessary in our system.

21. Discuss "brand" name advertising. Ask students to take an inventory of brand name products they find in their home. Compare inventories. What are the most popular products? How much advertising (on TV for instance) for these products occurs?

22. Put a list of products on the board and ask students to write the slogan for each product. For example, McDonalds - "You deserve a break today." Then ask students to change key words in the slogan. For example, you have earned a treat today. Share these with the class. Discuss the importance of word choice in writing slogans or advertising. Give students the list of 24 words that sell, and 24 words that unsell. Ask them to write advertising copy for three products of their choice, using words that sell. Share these with class. (SOL 9.8, 9.15)

Words That Sell				Words That Unsell			
Person's name	Money	Right	Deserve	Deal	Worry	Bad	Difficult
Understand	Safety	Results	Happy	Cost	Loss	Sell	Obligation
Proven	Save	Truth	Trust	Pay	Lose	Sold	Liable
Health	New	Comfort	Value	Contract	Hurt	Price	Fail
Easy	Love	Proud	Fun	Sign	Buy	Decision	Liability
Guarantee	Discovery	Profit	Vital	Try	Death	Hard	Failure

Students might also validate (or invalidate) these lists.

23. Make a list of all films being shown in local movie theatres. Ask students to discuss any they have seen. Try to find out the director of each film and briefly sum up the message of the film. Discuss any unusual or outstanding film techniques that students might have noticed. (SOL 9.2)

24. Ask students to clip out reviews of any of the above films from the newspaper. Analyze the reviews. What comments has the reviewer made about the film? Is the review subjective, technical, or simply a report on the film?

25. Discuss the basic language of film--the shot, scene, sequence. Provide students with a shooting script for one scene of a film. Discuss how the camera can convey meaning by choosing certain camera angles or varying lens. Discuss briefly other aspects of film: lighting, music, sound, acting. (A good film strip to show for the above is "Rocco's Revenge," included in "Movies--The Magic of Film," a complete kit in the Kecoughtan Media Center).

26. Show the film "Understanding Movies" available from ERC.

27. Show the film "Art of the Impossible" available from ERC. Discuss the role of the director. How many directors can students name?

28. Ask students to find photographs or illustrations in magazines that illustrate some of the points made about camera angles, lighting, composition, etc.

29. Assign students the short story "The Most Dangerous Game" (in the text) or "Occurrence at Owl Creek" (American Short Story Collection). Show either the fil "The Hunt" (an adaptation of "Most Dangerous Game") or the film "Occurrence at Owl Creek" (a film classic). Show the film a second time and point out camera angles, shots, use of slow motion, lighting, and other film devices discussed in class.

30. Ask students to write a review of the film viewed in #29. Their review should mention film techniques, use of sound, and a comparison of the film to the short story. (If "The Hunt" is selected, show also "The Discussion of the Hunt" before students write their review.)

31. Assign students a script writing exercise. Use either Chapter 8 in The Writing Process or the scripting material available in "Media Now." Share scripts with class.

32. Discuss film as a commercial device. Discuss the rating code, target audience, and exploitation of audience.

B. The Computer as a Communication and Learning Tool - 1 Week

By acquainting the students with the functions and possibilities for computer use they will become more knowledgeable about computer usage. The student will become aware of the multiple uses of the computer as a communication tool.

OBJECTIVES

Reading: Through reading literature and articles about computers, students will expand their knowledge about computers, such as learning to load a program.

Writing: Students will improve research and writing skills researching for articles and writing brief reports. Some might do elementary programming.

Speaking: Students will improve and practice speaking skills by reporting information to the class.

Listening and Observing: The student will improve listening and observing skills by watching films and watching and listening to speakers who demonstrate or explain computer skills.

EXPECTATIONS

1. Students will recognize the complex influences of computers on society.
2. Students will become aware of some of the possibilities of the computer for future use.
3. Students will learn some of the basic terminology of computers.
4. Students will be made aware of the importance of further computer education if they are to become computer literate.
5. Students will understand the role of "natural language."

ACTIVITIES

1. Ask students to list ways that computers affect their lives now.
2. Ask students to list ways computers might be used in the home or at school.
3. Encourage students to share with the class any computer expertise they possess. Take a class survey. How many have access to a computer? Ask those students to report to the class.
4. Arrange for a demonstration of computers available in your school.
5. View the following films available from the ERC:

   a. "Computer Revolution" 24 minutes, #1847
   b. "Computers" 11 minutes, #0294
   c. "Computers and You" 14 minutes, #2322

6. Arrange for an expert on computers to speak to class.
7. Using the Reader's Guide to Periodical Literature, ask students to locate and read current articles on the use of computers, new developments, computer abuse.
8. Ask students to write a brief report on their reading and share the information with the class.

9. If time permits, take students on a field trip to a computer center for a demonstration. Or give students extra credit for individual trips and reports.

10. Conduct interviews with computer experts. Successes and failures? Share results with class. They could perhaps be taped so the entire class could hear the results.

C. Media and the Quality of Information: "What Media Teaches." - 4 weeks

Emphasis is on becoming an informed receiver of messages presented through media. This involves differentiating among facts, opinions, assumptions, and persuasion. The students will identify influences of the mass media on the individual and on society.

OBJECTIVES

Reading: Through reading articles in periodicals, reading advertising messages, and through assigned related reading, the students will expand their knowledge of the vast influence of the media on the individual and society.

Writing: The students will improve writing skills by writing essays, short reports for presentation to the class, and responding to film.

Speaking: The students will improve speaking skills through class discussions, project team reports, individualized reports, and responding to media stimuli.

Listening and Observing: The students will prove listening and observing skills by viewing selected films, collecting examples of advertising and film techniques, watching television and monitoring it for messages, and listening to other classmates report on related material.

EXPECTATIONS

1. Students will analyze the influence of the newspaper on our daily lives.
2. Students will distinguish between fact and opinion in newspapers and on television.
3. Students will analyze and examine claims and appeals in advertising.

4. Students will explore the effects of advertising messages on their daily lives and society as a whole.

5. Students will explore the influence of television on society by examining the values presented in television programing.

6. Students will analyze the impact of films on society.

ACTIVITIES

1. Assign project teams to begin working on projects for presentation to the class. A project team should consist of three students who are responsible for preparing a class presentation on some media-related topic. Possible topics are as follows (SOL 9.2):

   a. The role of women as portrayed on television, both in shows and commercials.
   b. Brand name products: Choose heavily advertised products and run tests where possible to see if the products satisfy advertised claims. Or, do a survey of 100 people to determine if heavily advertised products are most popular.
   c. The uses of computers in the home.
   d. The image of any of the following as presented on television: doctors, the elderly, teenagers, criminals, or police.
   e. The treatment of minority groups on television.

2. Design a Personal Media Survey (see example) to analyze each student's use in time and money of the media. Compile the answers to arrive at a class average. Ask students to expand the survey by asking parents and friends to complete the questionnaire. Disucss the results in class.

3. Ask students to keep a television log in their homes for one week. How do they compare to averages given in Nielsen Television?

4. Analyze and evaluate the local newspaper using the following guidelines (SOL 9.3, 9.4)

   a. Does the important news get the most coverage and emphasis?
   b. Is the news ever reported in a sensational manner?
   c. Is there enough local news?
   d. Does the paper subscribe to several wire services?
   e. Did you find any examples of visual or verbal slanting?
   f. Is there enough interpretation of complicated events?
   g. Which features would you add, and which would you eliminate?
   h. Do the political columnists have different ideas and different opinions on issues?
   i. Is there a Letters-to-the Editor column? Are a variety of opinions expressed?
   j. Is there good balance of news, features, and advertising?

5. Provide students with several examples of statements that are fact and of those that are opinion. Ask students to list 10 statements of fact in the daily newspaper and 10 of opinion. Share results with class. (SOL 9.3)

6. Assign students a one-half hour news broadcast on television. Ask them to list five statements of fact and five of opinion. Share with the class and compare answers of those who watched the same program.

7. Discuss the advertising (fantasy world) of magazines. For example, what is promised in magazine ads by purchase of a product? What is the image presented? Use basic types of propaganda page 17.

8. Ads (except purely factual advertising) attempt to give the impression that the product advertised will make the user one or more of the following:

   a. Popular
   b. Powerful
   c. Happy
   d. Free
   e. Loved
   f. Successful
   g. More grown-up
   h. Younger
   i. A real woman
   j. A real man
   k. Important
   l. Safe, secure
   m. "With it," or "In"
   n. Creative

   Ask students to find examples of all of these appeals.

9. Using the ads collected above, students may also find examples for each of the ten advertising claims (included separately with the unit). Discuss what the casual reader might <u>believe</u> each ad says as opposed to what the ad <u>really</u> says.

9. Assign related reading. Ask students to read and report on one chapter from any of the following books:

   a. <u>The Permissible Lie</u> by Sam Sinclair Baker
   b. <u>Test Pattern for Living</u> by Nicholas Johnson
   c. <u>The Hidden Persuaders</u> by Vance Packard
   d. <u>Down the Tube</u> by Terry Galanoy
   e. <u>I Can Sell You Anything</u> by Paul Stevens
   f. <u>The Day the Pigs Refused to be Driven to Market</u> by Robin Wright
   g. <u>Motivating Human Behavior</u> by Ernest Dichter

10. Show the film "Television and Politics" available from ERC.

11. Have each student pick either an ad in print or a TV commercial that best fits each of the following categories: (or do this as an entire class)

    a. The World's Most Honest Ad
    b. The Crooked Tongue Award for skill in sneaky, misleading, and deceptive use of language in ads.
    c. The At-Least-It's-Fun Award - most entertaining
    d. The Foot-In-The-Door Award - most persuasive
    e. The World's Worst Advertisement
    f. My Favorite Ad

12. McLuhan says "Ads are the cave art of our culture." Ask students to write an essay on "The American Image and American Values as presented in advertising."

13. Prepare a TV Monitoring Form for an extended homework assignment. Students should record such items as violence, use of alcohol, cars, sexual situations, settings, clothing, portrayal of youth and old age, and representation of minority groups in programs that they watch on television. Assign related reading from current periodicals on TV and Violence, TV and Sex, or any other TV studies and concerns. Let students report their findings to the class.

14. Discuss (or review) stereotypes and values as presented in the TV commercial. Cite examples.

15. Ask students to write a report on one of the following:

    a. Television as a consumer of vast amount of time
    b. TV addiction
    c. Television as a contributor to violent behavior
    d. Models and heros offered by TV programs
    e. The ability of TV to influence action
    f. Television drug advertising as health education
    g. The dietary influence of food ads
    h. The creation of an instant solution environment
    i. Ads within programs (cars, other brand name products)
    j. The influence of television on drinking habits

16. Discuss how the camera and film techniques can manipulate audience feelings during a feature film. Ask students to find examples, or cite them from a film, of the following:

    a. The use of a low camera angle to make a person or thing
    b. The use of a high angle to make a person or thing seem inferior or weak
    c. A picture strengthened by verticals
    d. A picture made restful with horizontal lines
    e. Diagonal lines used to suggest excitement and dynamism
    f. Curved lines and circles used to suggest femininity
    g. Color carefully chosen to give added meaning to a picture

17. View the excerpt of "King Kong" available through ERC. Respond to the film by writing a short paper that states how you felt about "King Kong" and how the filmmaker used camera angles and editing to give the film meaning.

18. Certain film techniques are often used to manipulate audience feelings during a feature film. By using the proper technique the director can create in the audience feelings of sympathy, fear, hate, distrust, love, etc. Every shot is carefully planned to produce the desired audience reaction. Ask students to choose one film they have seen outside of class and report on their reactions to the director's use of film technique.

9. Charlton Heston once said, "Film is the most powerful tool of communication in our world today." Agree or disagree with this statement and support your opinion with examples.

20. Ask students to prepare a short report on a director of their choice to include those messages or themes he has communicated with his films.

PERSONAL MEDIA INVENTORY

1. How much money do you spend in one week (estimate) on:

   Books

   a. for school
   b. for other reading

   Magazines and Comic Books

   Movies

   Records and/or tapes

   Equipment (TV, radio, tape and record players, etc.)

2. How much time in a typical week (estimate) do you spend on these activities:

   Watching television

   Listening to radio

   Watching movies (not on TV)

   Reading comics and magazines

   Reading newspapers

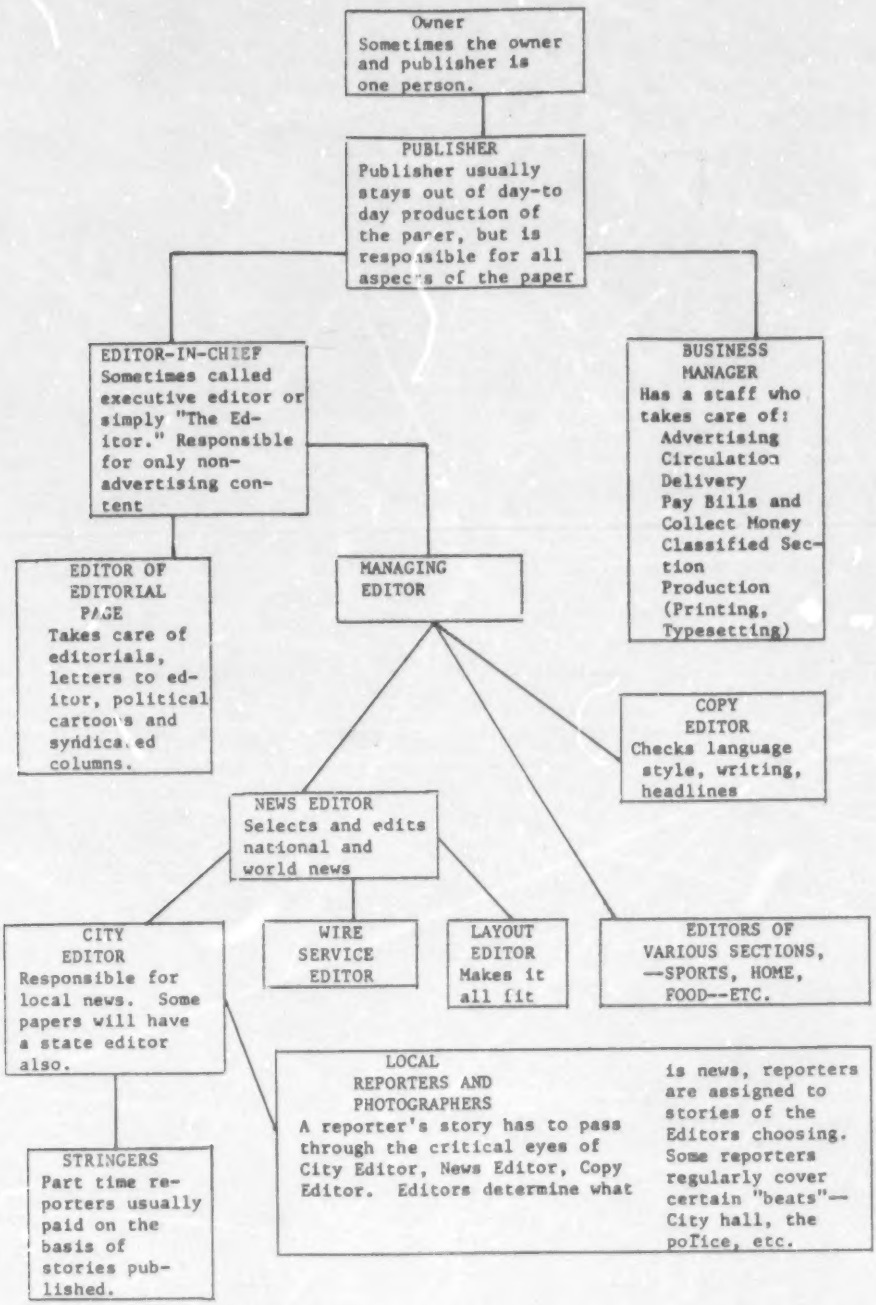
   Reading books

   Listening to records or tapes (not on radio)

BASIC TYPES OF PROPAGANDA

NAMES	DESCRIPTION	EXAMPLES
Name-Calling	Attaching unpopular epithets to people or groups you don't like	"Radical,""Commie," "Racist pig."
Glittering Generalities ("Basket Words")	Speaking in broad, sweeping terms without specific qualifications or definition.	"The American Dream is being threatened by enemies both at home and abroad."
	Also the use of "catchy" slogans that are meant merely to capture your attention and your memory.	"This is a great hour for the Brotherhood of Man." "Register Communists--not firearms"
Transfer	Transferring ideas and emotions from one idea to another.	"With Charleston cigarettes, you always get an extra taste of Springtime."
Either-Or Disease	Implying that "I am right" and all others are wrong.	"A vote for me is a vote for democracy." "You all know that I stand for law and order."
Testimonial	Endorsement by a well-known individual or organization.	"Bobby Backfeld always starts his day with a bowl of VitaVim Cereal."
Word Magic ("Loaded Words")	Choosing words with high positive or negative emotional appeal.	"Why be satisfied with old-fashioned, weak detergents? Change to fast, efficient Mr. Powl" Positive: democracy, home, liberty America, mother, patriotism, etc. Negative: culturally deprived, do-gooder, Uncle Tom, etc.
Bargain Price ("The Time and Money Savers")	Suggesting that one's price is lower than that of one's competitor, or that one's product saves the buyer time and money.	"If you pay a little more for our stuffing, maybe you can spend less on the turkey." "Now you can prepare dinner in half the time with BagiDin."
Plain Folks	Talking down to the masses in order to appear as one of them	"Our pancakes are just like those my dear old Granny used to make back home on the farm."
Snob Appeal	Appealing to the desire for status.	"Sports? She loves them. Meets exciting people that way. Art? Anything from Rembrandt to Andy Warthol. Her cigarette? Countless. The lady has taste."
Bandwagon	Suggesting that "everyone else" is doing it, and you're not "in" if you don't.	"It's a call for law and order--a call that will be answered on election day." "Don Ropo--America's favorite cigar break."
Facts and Figures	Implying that statistical facts and figures "prove" a point.	"We put our facts out in front because fact cigarettes are lower in tars and nicotine than 99.99% of all other cigarettes."
Card-Stacking	Overemphasizing favorable points while de-emphasizing or by-passing the unfavorable.	"I was merely doing my duty as a free citizen and they dragged me in. Sheer police brutality!" "Viva Vitamins are like a doctor's prescription, because they contain not just one, but a combination of ingredients."

Hidden Fears	Playing upon the individual's sense of insecurity.	"Why be half safe? Use Anti-Persp and be sure." "Would you want one of them marrying your daughter?"
Direct Order	Appealing to the desire in people to be told what to do.	"So get out there Tuesday and vote for Jones." "Go down to your grocery store this morning and buy the giant economy size of Malto-Munch, the crunchy breakfast cereal."
Repetition	Repeating an idea in order to instill it in a person's mind.	"At last--lemon-freshened Anti-Smudge, the first lemon-freshened kitchen cleaner--gives that fresh lemon fragrance that tells you your floors are sparkling clean."


Owner
Sometimes the owner and publisher is one person.
PUBLISHER
Publisher usually stays out of day-to day production of the paper, but is responsible for all aspects of the paper
EDITOR-IN-CHIEF
Sometimes called executive editor or simply "The Editor." Responsible for only non-advertising content
BUSINESS MANAGER
Has a staff who takes care of:
Advertising
Circulation
Delivery
Pay Bills and Collect Money
Classified Section
Production (Printing, Typesetting)
EDITOR OF EDITORIAL PAGE
Takes care of editorials, letters to editor, political cartoons and syndicated columns.
MANAGING EDITOR
COPY EDITOR
Checks language style, writing, headlines
NEWS EDITOR
Selects and edits national and world news
CITY EDITOR
Responsible for local news. Some papers will have a state editor also.
WIRE SERVICE EDITOR
LAYOUT EDITOR
Makes it all fit
EDITORS OF VARIOUS SECTIONS, —SPORTS, HOME, FOOD--ETC.
STRINGERS
Part time reporters usually paid on the basis of stories published.
LOCAL REPORTERS AND PHOTOGRAPHERS
A reporter's story has to pass through the critical eyes of City Editor, News Editor, Copy Editor. Editors determine what is news, reporters are assigned to stories of the Editors choosing. Some reporters regularly cover certain "beats"—City hall, the police, etc.

As you can tell from the chart, a newspaper has many editors. The people most associated in the public mind with a newspaper are the reporters, yet their job is at the bottom of the totem pole of the news process.

Each person along the line of the news process makes decisions about the news, and each is subject to possible veto by the boss. The owner of a paper is the most removed from the paper's daily operation, perhaps visiting the paper only occasionally. Yet the owner can influence the kind of news the paper prints by making basic policies it follows.

MAGAZINE INFORMATION SHEET

Title_____ Date_____ Cost per copy _____.

Is the magazine illustrated? Yes____no____

Are there color photographs? Yes____no____

Are there drawings? Yes____no____

Number of pages_____ Pages of ads_____ Percent of ads_____

Does the magazine have the following features?

____Advice columns
____Book reviews
____Cartoons
____Editorials
____Fiction
____Horoscope
____Letters to the editor
____Movie reviews
____Music and record reviews
____Poetry

Regular Columnists_____ What Subjects?_____

_____

Does the magazine have articles concerned with the following subjects?

____Art
____Conservation and ecology
____Drama
____Economics and business
____Education
____Fashion
____Health and Medicine
____International news
____Literature
____Media
____Music
____National News
____Personalities
____Religion
____Sports

ADVERTISING CLAIMS

1. The Unfinished Claim: the unfinished claim is one in which the ad claims that the product is "better" or has "more" of something but does not finish the comparison.

2. The Weasel Word Claim. A weaselword is a modifier that makes what follows nearly meaningless. "helps, virtual or virtually, acts, works, refreshes, comforts, fights, etc.)

3. The "We're Different and Unique" Claim. This kind of claim states that there is nothing else like the product advertised.

4. The"Water is Wet" Claim. Saying something abut the product that is true for any brand in that product category.

5. The "So What" Claim. This is the kind of claim that the careful reader will react to by saying "So What?" The claim may be true but is no real advantage or reason to buy the product.

6. The Vague Claim. A claim which is simply not clear.

7. The Endorsement or Testimonial. A celebrity or authority appears in an ad to lend his or her steller qualities to the product.

8. The Scientific or Statistical Claim. Refers to some sort of scientific proof or experiments, or to an impressive-sounding mystery ingredient.

9. The "Compliment the Consumer" Claim. This kind of claim butters up the consumer by some form of flattery.

10. The Rhetorical Question. This technique demands a response from the audience. A question is asked that is worded so that the viewer or listener is supposed to answer in a way that affirms the product's goodness.

NEWS MEDIA COMPARISON CHART

	RADIO	TELEVISION	NEWSPAPER	NEWS MAGAZINE
1. How much time or space does each medium devote to actual news?				
2. How much detail about each story does each medium provide?				
3. How fast does each provide the news? Which is fastest and which is slowest?				
4. Which media depend on advertising to make a profit and thus stay in business?				
5. Is the news part of the medium economically profitable?				
6. Which are the best known nation-wide suppliers of news in each medium?				
7. Which are the local news suppliers in each medium?				
8. Which do you think has the greatest emotional effect on the audience?				
9. Which do you think most influences people's opinions?				
10. What is the strongest point of each?				
11. What is the weakest point of each?				

12. Which covers each of the following best?

sports
local politics
human-interest
in-depth news stories
world events
events at your school
tragedy
weather
financial news

JOURNALISM CHECK LIST

	Circle points
I. Organize story according to a plan	
Is a clear plan followed throughout the story?	2 4 6 8 10
II. Develop ideas effective	2 4 6 8 10
Does lead (30-35 words) contain w w w w w h?	
Does each paragraph clearly relate to lead?	
Are paragraph ideas supported by relevant details?	
Does each paragraph include only one main idea?	
Are transitions smooth and logical?	
Is each paragraph no longer than 60-75 words?	
III. Use complete, well-written sentences	1 2 3 4 5
Are thoughts written in complete sentences?	
Is correct grammar used?	
Is there sentence variety?	
Is consistent third person used (except in quotes)?	
Are logical and correct coordination and subordination used?	
IV. Choose precise, effective words	1 2 3 4 5
Are word choices consistent with content, tone and audience?	
Are synonyms used to avoid monotony?	
Are all words used correctly?	
Are cliches, slang and Sportuguese avoided?	
V. Use correct mechanics: capitalization and punctuation	1 2 3 4 5
Is correct punctuation used?	
Is correct capitalization used?	
VI. Use correct mechanics: spelling	1 2 3 4 5
Are all words and names spelled correctly?	

VII. Use inverted pyramid form 1 2 3 4 5

(exceptions: editorials and columns)

Is inverted pyramid form used?

VIII. Use critical judgment in newswriting 2 4 6 8 10

Have all facts been verified?

Is all editorializing avoided

Does the story include a direct quote or two to add variety and interest?

Is the story concise and interesting?

Suggested grading scale:

49-55 A
42-48 B
35-41 C
28-34 D
0-27 F

TOTAL SCORE_____

Name of student editor_____

EVALUATION

The apportionment of class time to activities should be approximately large-group, teacher-directed lessons (one-third), small-group activities of all types (one third), and personalized reading and writing activities (one-third). Evaluation as much as possible should reflect achievement in all three major areas. The value given the various components in determining the nine-week grade will be approximately as follows:

Daily assignments, silent reading and oral response	25%
Major writing assignments or composition folder as a whole	25%
Small group work and special projects (or reports)	25%
Tests	25%

Encourage peer evaluation. See Journalism Check List, page 53.
Revise as appropriate.